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ABSTRACT

This paper describes how the Georgia model program for preparing elementary teachers (ED 025 491) will appear to a student participant when the model has moved from conceptualization to reality. Various preprofessional phases are described in the nine sections: (1) Recruitment, of the high school senior; (2) Application and Admission, including introduction to the new environment by an upperclassman; (3) Orientation, small group activities to acquaint him with the individualized program; (4) Seminar, assignment to a group of 20 education students (some nearly finished with their 1 to 2 years of paraprofessional work) where he will remain for periodic discussions until he becomes an assistant teacher; (5) The First PM (proficiency module) Block, a flexible period of time averaging 3 to 4 months during which he completes prescribed curriculum requirements; (6) Starting the PM, a routine involving introduction to the PM objectives and behaviors, preevaluation and analysis, the prescription and initial undertaking of learning tasks, and the progress review session with his instructor; (7) Other PMs, the same routine through a sequence which will involve him by the fourth week in three or four series of PMs which he will work on simultaneously in such subject areas as English, mathematics, biology; (8) Evaluation of Student Progress; (9) First Field Laboratory Experience, 5-week PMs in off-campus elementary schools. (JS)

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THE MODEL PROGRAM FROM THE STUDENT'S VIEWPOINT

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Introduction

The final report of phase one of the University of Georgia's College of Education program development effort for teacher preparation is entitled Georgia Educational Model Specifications for the Preparation of Elementary Teachers (Johnson, Shearron & Stauffer, Oct. 1968). It contains statements, flow charts, tables, figures and diagrams, all of which were required to present the thousands of detailed specifications needed to provide a blueprint of the model. As a result the comprehensive structure of the model is often obscured, and the relationships among the components overlooked.

The purpose of this paper is to bring together certain of the specifications in such a manner that structure, sequence and relationships become evident. It does so by providing the reader with a description of how certain of the components will appear to an observer when the model has moved from conceptualization to reality and is in full scale sustained operation. It describes the student as he moves from the point at which he first learns about the program to the point where he has completed his first paraprofessional field experience.

Recruitment

Most students who eventually enter the model program will have their first encounter with it while they are seniors in high school. During the fall and winter quarters they will from time to time see on bulletin boards or in pamphlets information pertaining to the Georgia Educational Model for the preparation of elementary teachers. These pamphlets will describe certain exemplary and unique features of the program and stress the importance of utilizing newer methods and technology to educate not only the teachers of tomorrow but also the children who will someday assume the leadership of this country. These pamphlets and announcements will have a professional tone and will point out that for the space age the teacher must be a highly trained, liberally educated, competent professional worker with special knowledge in such scholarly academic areas as psychology, sociology, and philosophy. He must also be skilled in the use of the tools of his profession which include teaching machines, computers, and newer systems for diagnosis, prognosis, treatment, and evaluation. These announcements will also explain that this newer educational program will provide opportunities for

candidates to progress through a career sequence beginning as aides, later becoming teaching assistants, still later qualified teachers and then on to the specialist level. Ultimately, many will be encouraged to aspire to the doctor's degree. It will also be pointed out that there are two tracks to the program. On the one hand is the program for the student who wishes to enroll in university work and continue through completion of the bachelor's degree and general professional certification. On the other hand is a track for the student who does not have the funds or time to devote all of his attention to his university training and thus must work at least part time in order to maintain himself in the program. These anncuncements and pamphlets will encourage students to see their guidance counselors and make it known if they are interested in investigating the program furtner.

Sometimes in the spring of the year, a team of professors and counselors representing the program will visit the high schools and discuss features of the model program with prospective candidates who have expressed interest in it.

Application and Admission

If the student remains interested and wants to apply for admission to the model program he will be asked to take a battery of tests, fill out a number of questionnaires, obtain letters of reference, declare which campus sponsoring the program he wishes to attend, and prepare a biographical statement, all of which will go to a reviewing committee.

He will receive his notice of acceptance or rejection on a specified date, approximately one month after he has submitted his application. The response will not only indicate whether he has been accepted or rejected, but if accepted it will tell him the campus on which he is to begin work, the month in which he will be admitted, and detailed arrangements for his housing, registration, and enrollment. The student upon receiving this document will note that in some instances students who could not be admitted to campuses of their first choice were admitted to the campus of their second choice. Also, students will note that wereas some who were approved would be admitted in June, others would not be able to enter until July, August, September or October.

When the student arrives on campus he will have already made arrangements for housing and have been informed with regard to the first orientation meeting. It is likely that he will arrive on a weekend and be ready to attend his first orientation session at 9:00 A.M. on the Monday following his arrival. However, before he enters the orientation session he will meet with his "student host" or "big brother," who is an upperclass student assigned to making certain that the entering freshman becomes readily acclimated to his new social environment. The student host will also answer immediate questions and familiarize the neophyte with features of the campus and its traditions.

Orientation

The student host will guide the entering student to the first orientation meeting and introduce him to the director of orientation. There will be about twenty students and three or four staff members at the first orientation session. In addition to the director of orientation will be staff advisors to whom the entering students will be assigned for several months to come.

The orientation program continues as long as is necessary to provide the entering student with the essential

details of the important venture which he has begun. Included in this program are such concerns as the overall nature of the program; the specific nature of the learning guides called proficiency modules or PMs; the effort unit system of grading and scholarships; and developing skills in the use of computers, teaching machines, projectors, and tape recorders which the student will be required to use in pursuing his studies. Informal spontaneous events such as morning and afternoon coffee or coke breaks, as well as well planned picnics and evening meetings attended by professors and sometimes their wives, will provide the social setting for the new students.

Through the orientation program the students will have learned many facts and traditions of the campus which they are attending, they will understand the program in its total six year sequence, they will have become familiar with learning procedures and study routines and will have met the professors and their assistants who are charged with the responsibility of guiding them through the learning activities in which they are to participate. Also, they will have visited each of the learning centers and reference laboratories which they will be using during the period in which they pursue their studies. As

the director of orientation becomes satisfied that particular students are ready to move from orientation to seminar assignments, these students are transferred to the program seminar units.

Seminar

The seminar is a heterogeneous group of approximately twenty education students. Some have been in the seminar for almost two years and are near completion of their paraprofessional work while others are just beginning. Before entering the seminar the student will have been prepared by having been introduced informally to the seminar participants in a social setting and by having conferred with his seminar leader who is also his faculty advisor. During this conference the advisor explains to the student that initially he is not expected to participate actively in the seminar and that, as time passes, he will find himself comfortably joining in and making his contributions to the productiveness of these sessions. Thus, when he enters the seminar the student is somewhat prepared for it and begins the process of identifying himself with a group of individuals with common concern for professional education.

The student will stay in this seminar until he acquires the behaviors and knowledges he must have to be declared an assistant teacher. It may take some less than a year, and others in excess of two. The content for discussion in the seminar has great range. Some days are devoted to open "complaint sessions," others to special professional problems which are of timely importance and not likely to be contained in the prepared learning materials. There will be occasional field trips to places of professional interest. Whenever necessary program changes and scheduling problems will consume a portion of the session. From time to time, as students "graduate" from this preprofessional phase of the program, there will be social events to celebrate the occasion.

There will be times when the group attendance will be reduced considerably from the normal maximum of twenty. These will be times when members of the seminar are engaged in five week field experiences working in elementary school classrooms off campus. However, on returning from their field experiences, these students will prepare reports on what has happened, present them to the seminar, and discuss issues and problems which were encountered. These seminars will be managed not

lead by the advisors. Leadership in carrying out seminar activities will most often be assumed by students as an interested group of individuals seeking self-improvement in their profession.

Getting Ready for the First PM

A PM block is a flexible period of time during which a student completes certain prescribed requirements of the curriculum. For any individual student a block may range from 5 weeks to 5 months, depending on how much he already knows and his aptitude and motivation. However, the average length of time for a block ranges from 3 to 4 months when the student is full time on campus and 5 weeks when he is having field experience. During the first PM block (of 16 in the undergraduate program) the student will have to satisfy the requirements for approximately six PMs in each of about four liberal arts or fine arts areas. These include English, social studies, natural science, mathematics, art, music, and health and physical education.

The entering student will begin his first PM while he is in orientation. This will help him get acquainted with one of the subject areas in which he is "comfortable"

while he has more available assistance than he is likely to have later. Advisors will guide individual students in selecting the subject area in which to begin. In most cases this will be the student's "strongest" subject in order to insure his success in the beginning. For example, a student who has performed well in high school English might well be advised to begin with a PM in English.

After the decision is made that some one area of learning, say English, is the place to start the student is referred to a particular instructor in the Language Arts Instructional Center staff and an appointment is made for a conference.

Instructional centers are places where the student can find nearly all the study space, references and equipment he needs to complete his PM learning tasks. For example, in the Language Arts Learning Center are books, pamphlets, periodicals, audio listening stations, an electronic language laboratory, TV viewing stations, and computer assisted instruction consoles. The staff of the center is under the direction of a professor of English who has several instructors on his teaching team. Besides the instructional staff are technicians and clerks. One of the most important people in the

center is the media specialist who knows just about every book and learning tool by name and the PMs with which it is used. Another is the scheduling clerk who makes reservations for students to attend particular learning activities.

The entering student, ready to undertake his first PM, starts with an outside assignment and an appointment for a pre-evaluation. For his assignments he is given a copy of his first PM and asked to study it carefully; first, the objectives, next the behaviors, then the learning tasks, etc. He is asked to select the kinds of learning tasks which he feels will help him acquire the behaviors, and to prepare an estimate of the amount of time which he feels he will need to acquire them. He is now ready for the pre-evaluation session. The kind of pre-evaluation session and the kind of person who administers it are likely to vary from PM to PM. Much depends upon the content being emphasized. For example, if the PM stresses behaviors associated with basic subject matter learnings in mathematics, paper and pencil test items may form the major number of activities, and much of it might be administered by a teaching assistant. On the other hand, if the PM is concerned with such

behaviors as drawing maps, singing a scale on key, or reading poetry, the pre-evaluation is not as simply accomplished. Still more complex and difficult to administer are pre-evaluations in which the major concern is for the extent to which the student has acquired selected appreciations, attitudes, or values.

On completion of the pre-evaluation the student meets with the person who will serve as his instructor for the five or six PMs in the first block for that subject area. In most cases this person will be someone who the student has previously met during his orientation period, either during the information sessions or at one of the social events. Before this conference the instructor will have had time to examine the student's complete file and give special attention to the student's needs in this subject area and particular PM based on the results of the pre-evaluation.

During the conference the student and the instructor together will examine the results of the pre-evaluation to determine how much work the student will have to do in order to satisfy the requirements of the PM. Much depends upon the student's past experience and his personal characteristics. Some students will already have

acquired half or more of the behaviors listed in the PM while others may have few if any of them. Also, some students will have more aptitude or motivation for the learnings than others. Thus, some will be expected to satisfy the requirements of any particular PM in shorter or longer time than others. At this first meeting the purpose is to determine precisely which behaviors the student has yet to acquire and make plans for him to acquire them. The analysis of this evaluation along with an examination of the listed behaviors will yield evidence regarding those behaviors yet to be acquired. The student's estimate of time for the activities which he felt he would probably have to undertake along with his instructor's judgment from past experience regarding the time needed by a beginner for completing the tasks yields a relatively sound basis for determining just how long it will take the student to complete the assigned work.

The instructor and student together will then initiate the Task Order Record and Task Appointment Record. The Order Record is a detailed list of the learning tasks which both student and instructors feel at this point are the best alternates to pursue. The Task Appointment Record is a list of the particular learning activities which require special provisions such as: lectures recorded on

film or TV tapes which are scheduled once every two weeks, group learning activities requiring social interaction, field trips, and programmed instructional materials available only on computer assisted instruction consoles. Also included on the Task Appointment Record is the first scheduled time for the student to return to his instructor for a program review discussion. The decision regarding this appointment is made by the instructor on the basis of all the information he has available thus far.

Following the conference the student goes to the learning center scheduling clerk where he presents his requested list of appointments and has it checked by computer to be certain that there will be space, materials, equipment, or whatever else is necessary available to him at the times indicated on the record. Some adjustments in scheduling may be necessary. When scheduling is completed the student and his instructor both receive confirmed reservation cards.

Starting the Tasks

The student then begins his work assignment. He completes many of his tasks in independent study in the learning center where most of the books, periodicals,

tapes, films, laboratory equipment, and other materials which he needs are readily available. However, from time to time he finds it necessary to go to the central library, museums, or the computer center in order to obtain particular information. Although he must perform certain tasks independently, much of the time he will choose to work in the company of one or more persons. Certain objectives will require group activity for their accomplishments; for examples: the ability to present a convincing talk before an audience, skill in resolving social issues through group participation, playing team games, and acquiring skills of interpersonal relationships. Some activities which might be undertaken individually or in pairs are scheduled for group presentation because the cost involved for individual participation is regarded as impractical. Such would be the case for some videotape presentations, films, special lecture series, or field trips.

Whenever the student is confused as to how to proceed in a particular task he consults with the on-duty instructor in the learning center who in most cases is able to answer his questions. However, if this person is unable to satisfactorily answer the student's questions

or the student is doubtful of the answer he will usually find his assigned instructor available for consultation. If not, he will make an appointment to see him at his earliest convenience.

At the time scheduled on his appointment record, a few days after beginning the PM tasks, the student will return to his instructor for a progress review. If they feel all is going as scheduled, the student is encouraged to return to his program advisor to make arrangements to begin his first PM in another subject area. On the other hand, if the student has encountered difficulties with particular tasks it may be necessary to revise his Task Order Record listings and to make appropriate changes in his Task Appointment Record. In this case, it is likely that he will be encouraged to continue with this one PM, his first, a few more days until another progress review is made.

Other PMs

When the student is ready to begin his second PM he again consults with his program advisor. This conference is similar to his initial conference, but because he is now familar with the routine, the conference

is shorter. It is first decided which subject area should be selected. If the student's first PM was in English, his second might be in social studies, natural sciences or mathematics. The student would carry out the same routine as before: first, introduction to the PM; then an outside assignment; next, the pre-evaluation followed by an analysis; the prescription, plans, initial undertaking of learning tasks, and the progress review session with his instructor.

If all goes well on the second undertaking he will move on to begin a third, and possibly a fourth series of PMs so that in about three or four weeks he will be working simultaneously with PMs in such subject areas as English, American history, biology, mathematics, and health.

Evaluation of Student Progress

When the student has completed the task assignments of any one PM and feels he is competent in the behaviors assigned to it he makes an appointment with his subject area instructor to take the post-evaluation. The procedure for the post-evaluation is similar to that for the pre-evaluation. That is, the evaluative activities are designed to determine the extent to which he has

acquired the particular behaviors listed in that PM. In most instances these evaluative activities extend well beyond paper and pencil tests.

Following the post-evaluation session the student confers with his subject area instructor who guided him through his assigned activities and his performances are analyzed. Details of his progress are recorded on computer tape. If the student's post-evaluation performance is such that he has met the minimum standards of the PM behaviors, his progress will be summarized by the word pass. If his performance was substantially above the mimimum requirements his progress will be summarized by the words pass with honors. On the other hand should he have failed to meet minimum standards further analysis of his performance will be required. If necessary, he will be given clinical assistance. However, he will eventually either be returned to the PM and be guided through additional tasks until he acquired the minimum standards or, on the advice of a reviewing committee he will be advised out of the program.

Should an especially talented and motivated student receive a notation of only pass he may either be encouraged or permitted to return to the PM tasks to qualify for

honors. This is frequently the case with scholarship students who would prefer to demonstrate quality of performance than to conserve upon time.

Upon successful completion of one PM in a particular subject area, the student may begin another appropriate one in that same subject and continue to do so sequentially until he has completed all PMs assigned to that particular subject and to that particular block of the program. For example, let us assume that during his first program block the student is studying PMs in English, history, biology and health. Furthermore, let us assume, that there are 6 PMs in English, 5 in history, 4 in biology and 7 in health. The sequence with which these PMs may be undertaken is always determined before the student begins. Once the student is underway, he must complete all 22 of the PMs with evidence of satisfactory acquisition of the behaviors assigned to each PM before he may be regarded as having completed the block. Then, he is permitted to move on to the next block in the program.

Although detailed evaluation is undertaken at the close of each PM and the data computer stored, there is a comprehensive evaluation of the student's behaviors

at the close of each block. These additional data are stored on computer tape in a manner similar to that used with the data gleaned from the PM post-evaluations.

First Field Laboratory Experience

After the beginning student has been in the program for about three months, he will begin making plans for his first five week laboratory experience in a portal school--an elementary school off-campus which is participating in the model program. By this time he is approaching completion of his first block and has heard much about the field laboratory experiences from more advanced students during seminar periods. In addition, he has been on field trips to see various schools including those in which he might serve for "lab." Furthermore, it is not unlikely that some of the visiting professors who have made presentations in his seminar are teachers from these portal schools. Preparations for "lab" that he has made during seminar include satisfying the prerequisites of being able to use common classroom equipment such as motion picture projectors, television monitors, tape recorders and typewriters. Of course, at this point he only knows how to operate these machines and

has only a minimum knowledge of how they are used for elementary school classroom instruction.

He begins laying plans for his "lab" experience at least two weeks before he embarks by talking the matter over with his peers and his program advisor. He already knows that he will have two such opportunities to spend five weeks in an elementary school during his paraprofessional training, but he wants to spend it wisely. The rules are that he must have one experience with younger children and another with older children, and if one is in a lower socio-economic status setting the other must be in a middle or upper status setting. Finally he arrives at decisions with his advisor--critical dates are determined and reservations are confirmed.

Usually new students overlap their five week assignment in lab so that the former student is getting ready to leave the "lab" for at least one week while the entering student is getting acquainted with the people, things, and routines of the setting. This saves the supervising teacher's time that would normally have to be spent in orienting each new student. It is also valuable in helping the classroom pupils to transfer identification and allegiance from one student teacher to another.

"Lab" assignments are based on PMs just as are the campus studies. However, there are some differences. One is that the students are likely to undertake two or three PMs in education beginning them all at the same time. One PM could be on the preparation of technical equipment for instruction, another on classroom management, and a third on the study of human behavior. Also, the pre-evaluation is delayed until after the student has been in the setting for about one week.

During "lab" the pre-evaluation is usually completed in a conference involving both the student and supervising teacher. Studying the PMs they first, in conference, check the list of behaviors, classifying them in such a manner that the student is well aware of which will need the most work and which will need little if any effort. Next, they select the tasks designed to help the student achieve the desired behaviors. Finally, they lay out a plan for the first week in which there will be opportunities for the student to work toward achieving certain but not all of the behaviors. In this way the Task Order Record and the Appointment Record are completed for one week. At the end of that week and each suceeding week thereafter, the supervising

teacher and student, through review of progress discussions, prepare additional weekly plans.

The progress review session at the end of the fourth week is critical in that at this time the supervisor and student must determine whether or not the student has acquired the desired behaviors to a sufficient extent that he may depart at the close of the next week. Here, the evaluation procedures are similar to those used at the close of a PM in a subject area completed on campus. Then, all data concerning the student's activities in "lab" are forwarded to the campus for storage on computer tapes. Some students pass; some pass with honors; others are retained in the school for a longer period of time. Occasionally a student is counseled out of the elementary school teacher education program into a program for which he is better suited.

Reference

Johnson, C. E., Shearron, G. F., & Stauffer, A. J. Final Report: Georgia educational model specifications for the preparation of elementary teachers. Washington, D. C.: Bur. Res., OE, US Dept. HEW, Project No. 8-9024, Contract No. OEC-0-08924-3311 (010), Oct., 1968.